



THE VALLEY PARTNERSHIP

Relationship, Sex and Health Education Policy (RSHE)

Signed

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Chair of Governors

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The Valley Partnership RSHE Policy

Our school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them" (Genesis 2:7)

"I have come in order that you might have life - life in all its fullness" (John 10:10)

In The Valley Partnership, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

The RSHE curriculum is also taught within our Vision and Mission statements and care values.

School Vision Statement

"Climb to your highest...for yourself, for others and for God"

School Mission Statement

"Together, we build a safe community that is connected, valued and respected, having an encouraging and positive impact on all."

Our Core Values

We aspire, whether we be pupils, staff or governors, that all of our work will be characterised by the following values:

Trust

Truthfulness

Responsibility

Perseverance

Forgiveness

Courage

Compassion

Creativity

In The Valley Partnership, we are proud to provide a high quality, creative and challenging education. This is delivered in an inclusive, caring and positive environment, where every child experiences a sense of enjoyment and achieves their potential. This RSHE policy is to support everyone in achieving this.

RSHE in The Valley Partnership is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- enjoy strong positive, caring, relationships with good boundaries, online and in person

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Defining Sex Education

Sex Education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The National Curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In our schools, we have decided that it is important to include all aspects suggested by the government to educate the children in our community for adulthood (and for secondary school) in their last years of primary school.

The right to withdrawal from Sex Education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to discuss the intended materials and to consider the impact of not receiving Sex Education with peers.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian. If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

The school will document this process to ensure a record is kept.

Defining Health Education

Health Education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

The school will document this process to ensure a record is kept.

The RSHE Curriculum

In The Valley Partnership, we teach:

Sex education from Reception, linked to science.

These are the requirements for RSHE from the Department for Education [click [here](#)]

Relationships Education in The Valley Partnership is linked to the JIGSAW programme –Appendix 1 contains more detail on the specific sex education content

See below for content examples. It is delivered at age & development appropriate levels.

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
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¹ See "Mental Health and Wellbeing: Towards a Whole School Approach" March 2018

	<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.

	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others. (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing

Mental wellbeing	Pupils should know:
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	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should:</p> <ul style="list-style-type: none"> • know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Know the facts and science relating to allergies, immunisation and vaccination.

Basic first aid	Pupils should: <ul style="list-style-type: none"> • Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. • Know how to make a clear and efficient call to emergency services if necessary.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

How will RSHE be taught in The Valley Partnership?

The Valley partnership approach to Sex Education will be taught following the [Jigsaw](#) programme.

Considerable thought has been given to some of the current issues surrounding sexual health. It has been agreed that there will be mentioned at an appropriate age level in line with the Jigsaw programme, sexually transmitted diseases including HIV/Aids, homosexuality and contraception as part of the programme, in order to answer the questions that children raise.

Sexual relationships will be discussed in the **context of lasting caring relationships of partnership and marriage**. KS 2 Topics will also briefly include: lesbian, bisexual, gay, transsexual and intersex individuals and relationships (LBGTI+).

The Jigsaw programme will cover the science aspect of the curriculum and can be seen in Appendix 1:

Please see our parent guidance: RSHE- A guide for parents and carers leaflet 2020

What-do-a-primary-school-have- to- teach- for- statutory- Relationships- Education

Teaching techniques will involve:

- Direct teaching including scientific names of sexual body parts for all children as they are introduced
- Using accredited approved animation videos for some aspects and some videos with live footage for other aspects for example baby animals developed by Jigsaw and the BBC
- Work sheets and diagrams
- Discussions & games
- Discrete question boxes for KS 2
- Looking at some materials for menstruation
- Keeping safe & how to ask for help and advice

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There is a nationally recognised PSHE program (which includes delivers RSHE material in line with DfE guidance) called Jigsaw, which The Valley Partnership have bought into and staff will use to deliver RSHE as part of the overall PSHE provision.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decision.

Additional values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice pervade throughout.

RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

We will work in partnership with parents and carers using dialogue to shape our policies and resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

All staff teaching this sensitive and important subject will be following the guidance and content in Jigsaw and will be fully trained in child protection.

In The Valley Partnership, RSHE is taught by confident, trained staff; some elements may be taught by outside agencies (such as First Aid or aspects about puberty) as required. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident

and can ask age-appropriate questions.² RSE will be an identifiable part of PSHEC and is linked to this policy.

RSHE will be monitored and evaluated

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks, parent dialogue, senior leadership and governor monitoring.

Policy Review

This policy has been produced by consultation with the Diocese of Bristol, using the Church of England education office framework as a basis, the staff team, and Governor subcommittee including parents.

This policy will be reviewed every: 3 years

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Key References include:

Church of England : [Character Development Project Final Report \(churchofengland.org\)](http://www.churchofengland.org)

[RSHE Principles and Charter 0.pdf \(churchofengland.org\)](#)

DFE: [Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Changes to personal, social, health and economic \(PSHE\) and relationships and sex education \(RSE\). - GOV.UK \(www.gov.uk\)](#)

²It does not need to be the class teacher or tutor who teaches Relationships [and Sex] Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE <https://bmjopen.bmj.com/content/7/5/e014791>

APPENDIX 1 - Jigsaw specific- Scientific Information and links to PSHE aspects

	General key content covered
EYFS	<ul style="list-style-type: none"> • Name parts of the body • Recognise what keep my body healthy • Growing up - Understand that we all grow from babies to adults. • Talk about any worries I have about growing up. • Share memories, recognising the best parts of life so far.
Yr 1	<ul style="list-style-type: none"> • Life Cycles - Starting to understand the life cycles of animals and humans. • Recognise things that have changed and some things about me that have stayed the same. Changes in my body from baby to now. • Identify parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. • Understand that every time I learn something new I change a little bit. • Talk about changes that have happened in my life.
Yr 2	<ul style="list-style-type: none"> • Recognise can recognise cycles of life in nature. • Talk about the natural process of growing from young to old and understand that this is not in my control. • Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. • Understand there are different types of touch and can tell you which ones I like and don't like.
Yr 3	<ul style="list-style-type: none"> • How babies grow – recognise that lots of changes occur between birth and growing up. • Understand how babies grow in the mother's uterus. • Understand that boys' and girls' bodies change so that when they grow up they can have babies, recognising how our bodies change on the outside and the inside
Yr 4	<ul style="list-style-type: none"> • Unique me - Learning about genes and the transfer of information. Understand that I am made from the joining of the egg and sperm. • Recognise the signs of puberty, understanding how our bodies change. • Correctly label the internal and external body parts of male and female that are necessary for making a baby. • Describe how a girl's body changes for her to be able to have a baby when she is an adult and that menstruation (having periods) is a natural part of this
Yr 5	<ul style="list-style-type: none"> • Body image, self esteem, self image • Menstruation (having periods) as a natural part of how the female body changes. • Puberty in girls and boys, explaining how body parts change during puberty, learning the correct terminology for the body parts and physical experiences they may have (e.g. feeling moody, erection, masturbation). • The male and female reproductive systems. • Recognise that sexual intercourse can lead to having a baby but recognise that some people need IVF to help them. • Becoming a teenager and the growing responsibilities (age of consent).
Yr 6	<ul style="list-style-type: none"> • Body image, self image and self esteem. • Puberty in girls and boys, explaining how body parts change during puberty, learning the correct terminology for the body parts and physical and emotional experiences they may have (e.g. feeling moody, erection, masturbation). • Understand how a baby is conceived (intercourse in a loving relationship), how a baby grows and how it is born. • Recognise physical attraction to another person male or female and understand how a relationship develops (age of consent).